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Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

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TO THE PARENTS OF:

-Commonwealth of Kentucky-

SCHOOL

REPORT CARD

for the 2005-2006 school year



Oldham County Middle School

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School Enrollment: 743

Our School Council

Judith Fluke	Kathryn Jarboe
Daniel Lukens	Jerry Roberts
Lisa Farmer	Ron Barbour
Chris Kraft	

Dear Parents/Guardians: Here is our school's report card for the 2005-2006 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

About Our School: OCMS was organized in 1973 and moved to its present location in 1977. The school is grouped in grade level teams with two 6th grade, three 7th grade, and two 8th grade teams. There is also a related arts team that consists of band, music, arts and humanities, drama, physical education, practical living and computer applications. A resource team provides special education services for students. Additional certified teachers coordinate services for gifted and talented and at-risk programs. A writing resource teacher is available to help students across the curriculum. OCMS operates on an alternating four-period block schedule with a 30 minute independent study time daily emphasizing reading and related arts enrichment. OCMS Mission Statement: Our faculty and staff are dedicated to providing all students a quality education by promoting high academic expectations in a safe, student-centered environment that emphasizes respect and responsibility.

How Our School Ensures Educational Equity: Our goal is to improve the academic performance of all students in our school by reducing the number of novice performers to less than 7.99% and increasing our assessment scores to 92.0 over the next biennium. As of Spring 2006, all students receive differentiated instruction that meet individual modifications, extensions, and various learning styles (special education, gender specific and multiple intelligences) as evidenced by our school's curriculum maps, analysis of student products, and a reduction of achievement gaps in all areas measured by the Kentucky Core Content Test (KCCT).

Other Important Information About Our School

State Contest Results: KENTUCKY YOUTH ASSEMBLY - Outstanding Speaker Award(4)Overall Premiere Speaker Award,Speaker of the House Award,Stateman Award(most students nominated for speaking awards)KENTUCKY UNITED NATIONS ASSEMBLY-Conference Speaking Awards(5),Outstanding Placard Award. BAND - KMEA Both the 7th and 8th Grade Band received Proficient Ratings,14 OCMS students participated in All-County Band,and 8 students received a distinguished rating in the Solo and Ensemble category.

Extracurricular Activities: Interscholastically we offer a total of 12 sports such as: Cross Country, Tennis, Football, Wrestling, Cheerleading, Dance, Golf, Track, Soccer, Boys and Girls Basketball, and Girl's Volleyball. Club activities include Chess, Art, Anime, BETA, and Drama. Other activities include: Beginning Band, Color Guard, Yearbook, FCA, KYA, KUNA, Colonel Chorus, Show Choir, Academic Teams, Knowledge Master, Intramural basketball-dodgeball-paintball.

Awards & Recognitions: 2004 Pacesetter School; National Blue Ribbon School of Excellence (1984-1985); Thirty year Regional Accredidation from Southern Association of Colleges and Schools; 5 National Board Certified Teachers; Duke Talent ID Program

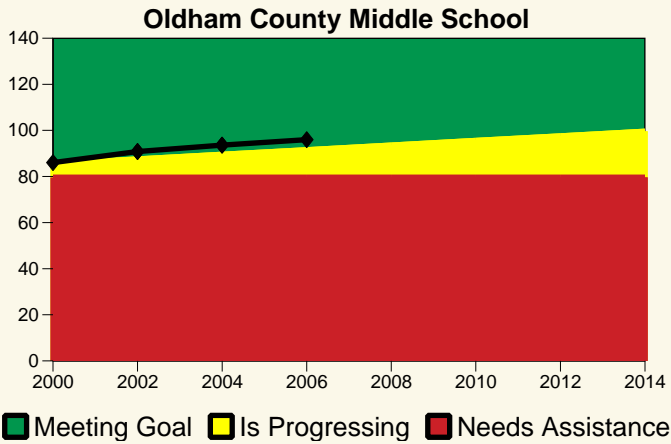
What We are Doing to Improve: Our primary focus will continue to be training teachers to differentiate instruction to meet the needs of learners at OCMS as evidenced by examining lesson plans, reviewing Standard Based Units of Study, and performing classroom visits. Further, we are continuing to identify students who are in need, performing in the novice range, in identified achievement gaps, by addressing their needs through programs like "Novices have Names

Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in a group "NA" appears for not applicable.

Students Sub-Population	Reading				Mathematics			
	2005		2006		2005		2006	
	Students	Index	Students	Index	Students	Index	Students	Index
ALL Students	290	103.57	233	97.94	320	102.65	225	92.6
White	268	104.02	208	98.82	296	104.87	192	95.69
African American	8	NA	9	NA	13	65.38	15	66.93
Asian	NA	NA	1	NA	1	NA	NA	NA
Hispanic	10	NA	10	NA	4	NA	14	NA
Free/Red. Lunch	56	91.29	43	82.75	49	81.39	51	73.72
Non-Free/Red. Lunch	234	106.53	190	101.36	271	106.48	174	98.12
Limited English	11	NA	8	NA	5	NA	9	NA
Non-Limited English	279	103.73	224	98.56	315	102.97	212	92.87
Disability	33	85.39	32	85.14	30	77.63	35	64.4
No Disability	257	105.91	201	99.96	290	105.22	190	97.79
Male	158	98.34	118	92.5	158	103.5	112	91.14
Female	132	109.85	115	103.48	162	101.78	113	94.04
Students Excluded	NA	NA	NA	NA	1	NA	NA	NA

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Our School Growth Chart: This chart starts with our school's baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	85.6		86.0
2002	87.6	79.6	90.8
2004	89.6	79.6	93.6
2006	91.6	79.6	96.0
2008	93.6	79.6	
2010	95.6	79.6	
2012	97.6	79.6	
2014	99.6	79.6	
Standard Error: 0.4			

How to Get More Information: Contact our principal or your School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky Core Content Tests:

Kentucky’s tests rate student performance as either Novice, Apprentice, Proficient, or Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. This chart compares our school’s performance with all the schools in our district and all the schools in Kentucky.

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CBTS/5), and other measures of the school’s performance,

including attendance, retention and dropout rates.Together these three elements make up a school’s CATS performance score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

KCCT Test		2005 Reading	2006 Reading	2005 Mathematics	2006 Mathematics	2006 Science	2006 Writing	2006 Social Studies	2006 Arts & Humanities	2006 PL/VS
		7th	7th	8th	8th	7th	7th	8th	8th	8th
Novice	School	%	3%	%	9%	8%	4%	12%	9%	5%
	District	2%	3%	4%	8%	7%	5%	7%	9%	6%
	State	8%	7%	23%	24%	22%	19%	17%	24%	18%
Apprentice	School	%	15%	%	32%	32%	40%	31%	27%	40%
	District	11%	12%	24%	32%	23%	41%	28%	24%	36%
	State	30%	30%	41%	42%	35%	54%	42%	28%	43%
Proficient\ Distinguished	School	%	83%	%	59%	61%	57%	57%	64%	54%
	District	87%	86%	72%	59%	70%	54%	65%	67%	58%
	State	62%	63%	36%	34%	43%	27%	41%	48%	39%
Acedemic Index	School		97.9		92.6	92.8	83.7	86.8	90.6	88.4
	District	105	100.9	101.6	92.7	101.4	80.8	92.9	91.9	89
	State	87	87.2	71	69.5	76.6	63.4	75.4	72.8	71.6

National Norm Referenced Test:The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	Reading	Language Arts	Mathematics
	6th	6th	6th
School	72%	62%	76%
District	76%	67%	81%
State	61%	53%	63%
Nation	50%	50%	50%

Other Measures: The third component of CATS is our school’s performance in Attendance, Retention, Dropout, Graduation and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2003-2005 school year.

	Attendance Rate	Retention Rate	Dropout Rate
School	96.5%	0%	0%
District	96.1%	0.9%	0.8%
State	94.3%	3.3%	2.3%

Our Learning Enviroment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100

Procedures in Place in Our School for Drug and

Weapons Detection: OCMS uses several measures to detect drugs and weapons. A 16 camera digital video monitoring system, complete with DVD burner, continually monitors critical areas of the school.

Every administrator and counselor, as well as the front office staff, have access to this system. A school resource officer is assigned to the Buckner campus and is regularly visible to our staff and students. The Oldham County Police Department frequently uses OCMS as a training facility for its drug canines as well as conducts regular sweeps of the school and grounds. The atmosphere at OCMS is such that EVERYONE is responsible for reporting anything that they feel may be hazardous or illegal.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	2	2	0
Weapons Violations	2	2	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$5130	17:1	4:1	37%
District	\$6631	17:1	3.5:1	78%
State	\$9252	15:1	3.7:1	66%

How We Use Technology to Teach: Each class offered at OCMS uses computer applications to enhance instruction: research in social studies and science class, keyboarding in language arts class for portfolios, and math skills programs in math. Each of our related arts classes uses the computer to aid in instruction as well. Our computer application class helps aid in this because it offers everything from keyboarding to PowerPoint creation. Teachers use multi-media projectors, digital cameras, graphing calculators, TV viewers, and interactive white boards to involve all students in the learning process.

Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	450	20	11	3100

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child’s teachers and teachers’ aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	2%	2%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	4%	4%	3%
Average Years of Teaching Experience	12.9	10.9	11.7
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA

	B.A.	M.A.	Rank 1	Specialist	Ph.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	12.8%	48.9%	36.2%	2.1%	0%	100%